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AUTHOR Turvey, Patricia J.
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ABSTRACT

A practicum project was developed and implemented to encourage teachers' use of inclusion teaching. The objectives of the practicum were to increase targeted teachers' knowledge and understanding of inclusion programs by 20 percent, increase their knowledge of co-teaching 20 percent, and demonstrate their knowledge of adapting the curriculum for an inclusion setting by creating two curriculum units. The target group consisted of sixth, seventh, and eighth-grade teachers in a middle school on the eastern coast of Florida. The teachers attended 12 school-based workshops on inclusion intended to provide instructional strategies to motivate and improve their use of inclusion teaching. Participants received 12 in-service points for successful completion of the workshops. Results of pre- and posttest assessments indicated that all the program objectives were met, with the target group improving greatly in all areas. (Nine appendices include a Needs Assessment Survey, the pre/post test, a list of pros and cons for inclusion, solutions to inclusive problems, a checklist of required components for curriculum units, a chart showing the degree of change in teacher knowledge, and the curriculum units developed for use in co-taught classes. Contains 16 references.) (AA)

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PROVIDING INSERVICE STRATEGIES TO MOTIVATE AND IMPROVE MIDDLE SCHOOL TEACHERS' USE OF INCLUSION TEACHING

by

Patricia J. Turvey

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A Practicum Report submitted to the Faculty of the Fischler Center for the Advancement of Education of Nova Southeastern University in partial fulfillment of the requirements for the degree of Master of Science

An abstract of this report may be placed in the University database system for reference.

June 1996

PS 02-371

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Abstract

Development and Implementation of a Program for Providing Inservice Strategies to Motivate Middle School Teachers' use of Inclusion Teaching.
Turvey, Patricia J., 1996. Practicum Report, Nova Southeastern University, Fischler Center for the Advancement of Education.
Descriptors: Middle School/ Inclusion/ Coteaching/ Exceptional Student Education/ Consultation/ 504 Mandate.

This program was developed and implemented to encourage the target teachers' use of inclusion teaching. The objectives were for the targeted teachers knowledge and understanding of inclusion programs to increase by 20%, the teachers would increase their knowledge of coteaching by 20%, and demonstrate their knowledge of adapting the curriculum for an inclusion setting by creating two curriculum units. The target group attended 12 school-based workshops on inclusion. Participants received 12 inservice points for successful completion of the workshops. All the program objectives were met with the target group improving greatly in all areas. Appendixes include a pre/post test, curriculum units developed by the teachers, a list of pros and cons for inclusion, solutions to inclusive problems, and a chart showing the degree of change in teacher knowledge.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other professionals in the field and in the hope that my own work, presented here, will earn similar respect.

Patricia J. Turvey
student's signature

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Dear Mentor:

Practicum students in Nova Southeastern University's GEM programs for master's and educational specialist degrees are asked to provide verification that the project activities reported in this document took place as described. On this sheet please write a brief overview attesting to your knowledge of the project activity to which this will be aattached. Note that you are not asked to evaluate or make judgements about the quality of the project on this page.

Practicum Title Providing Inservice Strategies to Motivate and Improve Middle School Teachers' Use of Inclusion Teaching

Student's Name Patricia J. Turvey Completion date April 9, 1996

Project Site Holly Hill Middle School

Mentor's Name Ron Pagano *print* *Signature*

Mentor's position at the site Principal Phone #(904) 239-6290

Comment on impact of the project (handwritten):

The Inservice Workshops and Strategies to Motivate and Improve Middle School Teachers' use of Inclusion Technology generated a positive reaction from the faculty and administration. As a direct result more workshops of this nature will be included for the 96 97 school year and best practices will be shared in our effort to improve communication throughout the school.

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Table of Contents

Page

Title Page i

Abstract ii

Authorship Statement/Document Release. iii

Project Verification Form. iv

Table of Contents. v

Chapters

I. Purpose 1

II. Research and Solution Strategies. 12

III. Method. 42

IV. Results 48

V. Recommendations 50

Reference List 52

Appendixes 54

Appendix A: Needs Assessment Survey. 55

Appendix B: Pre/Post-Test. 58

Appendix C: Problems (CONS) With Inclusion . . . 62

Appendix D: Solutions to Problems. 64

Appendix E: Checklist of Required Components for Curriculum Units. 66

Appendix F: Key Components of Effective Teachers, Classrooms, and School Environments 68

Appendix G: Lesson Plan/Social Skills. 70

Appendix H: Chart Showing the Degree of Change from Pre-Test to Post-Test. 72

Appendix I: Chart Showing the Degree of Change from Pre-Test to Post-Test, Knowledge of Co-Teaching. 74

Table of Contents (continued)

Page

Attachment: Curriculum Units. 76

CHAPTER I

Purpose

Background

The community in which this practicum took place was located on the east coast of Florida. The population of the community was 60,000 persons, which could swell to over 500,000 during peak seasons and area-related special events. The economy was dependent upon tourism; high technology manufacturers serving the space industry; and farming, in the outer areas. The population was comprised largely of lower and middle class economic employees, with much of the work force employed in service-related businesses and light manufacturing. The target community's ethnic mix was represented by white residents at 87%, blacks represented 9%, and Hispanics totaled 4% of the population. One of the area's most widely known attractions was "The World's Most Famous Beach," the other was a major auto racing track.

The target school was a middle school comprised of sixth, seventh, and eighth grade students. The students in the regular program were required to take three years of math, science, social studies, reading,

language arts, physical education, and several electives. The school was also a school of inclusion. Inclusion was the term that was used for the placement of special needs students into the regular school program. Co-teaching classes were one way of serving these inclusion students. The co-taught class consisted of no more than 15 regular students and 15 exceptional student education (ESE) students with an ESE teacher and a regular instructor in the classroom at all times. The ESE teacher modified the curriculum to meet the needs of the ESE students. Consultation was another program offered for ESE students. These students were scheduled in the regular classroom but received 30 minutes of ESE direct services per week. The job of the consultation teacher was to modify the curriculum as necessary for the student to be successful in the subject. The school also had a special drop-out prevention program designed to meet the needs of students who were not effectively serviced by traditional programs. There were 16 students in one class in this program for at-risk students.

The facility was a single-story block structure, originally built in 1957, with some remodeling having been done over the years. The eighth-grade wing was five years old; the sixth and seventh-grade wings were

original structures. There were 12 portables that were used for additional classrooms. All of the buildings had been maintained in good condition, and the school was being retrofitted for new technology and computer systems. The school focus was to continue implementing new technology in all curriculum offerings.

The total number of students scoring above the national median on the Comprehensive Test of Basic Skills (CTBS) for the eighth-grade in reading was 55%. In math, 28% of the eighth-grade students scored above the national median. On the eighth-grade Florida Writing Assessment, the state's scores were assigned using a range from a low of zero to a high of six. The subject school's Writing Assessment average for 1994-95 was 2.6, which was below the state's average of 3.1.

The total number of enrolled students was 1,037. There were 470 female students and 567 male students. The student body's ethnic mix was 65% white, 32% black, 2% Hispanic, and 1% Asian. The majority of the students were from lower socio-economic families, as indicated by the fact that 53% were on the free or reduced lunch program. The average classroom sizes for the various subjects were: math, 20 students; science, social studies and language arts, 26 to 27 students. Daily attendance averaged 91%. Students serving

in-school suspensions represented 22% of the total enrollment and out-of-school suspensions totaled 33%. The student mobility rate of 36% presented additional instructional challenges, as this figure exceeded that of district and state percentages. There were 133 students with mild disabilities encompassing such categories as specific learning disabilities, emotional disabilities, visual disabilities, and physical disabilities. Students with moderate or severe disabilities totaled 37 and included those with mental disabilities, autism, and severe emotional disabilities.

The administrative staff consisted of one principal, an ESE house leader, and a house leader for each of the sixth, seventh, and eighth grades. There were 56 classroom instructors. The support staff consisted of two media specialists, three guidance counselors, one social worker, and one school psychologist. The instructional staff was comprised of 34 females and 22 males; 71% were white, 25% black, and 2% Hispanic and Asian teachers. Bachelor's degrees were held by the majority of instructional and other school staff, a total of 54%. The percentage of teachers with a Master's degree was 41%; the remaining 5% of the staff held a Doctorate or Specialist's

degree. Forty-three members of the staff had in excess of 10 years experience, followed by 13 staff members who had between 4 and 9 years of service, and 20 who had less than 5 years experience. There were 16 teachers who taught exceptional student classes covering varying exceptionalities, inclusion, consultation, and the multi-varying exceptionality students.

The writer has been a special education teacher since 1977, and has spent the past two years at the target school as a consulting teacher for the eighth grade. The writer chaired the Student Study Team committee which consisted of teachers, administrators, guidance counselors, the school psychologist, and the social worker. The writer was a school-based placement facilitator responsible for placing ESE transfer students into the correct special education programs based upon in-take information obtained from the student's previous school. The writer worked very closely with the regular classroom teachers and the parents of consultation students in sharing necessary information from the weekly monitoring charts completed each week by the regular teachers of consultation students. The chart answered the following: was the student passing class work, passing tests, completing

assignments, participating in class, prepared for class, exhibiting appropriate behavior, and comprehending content vocabulary. The need for changes and modifications were indicated with comments along with the student's weekly average. The writer assisted other ESE teachers with writing the Individualized Educational Plan (IEP) for their exceptional students. The hardest part of this position was convincing some of the regular classroom teachers that modifications were necessary.

Problem Statement

According to Baker, Wang, and Walberg (1994-1995), research, legislation, and a court decision supported the case for inclusion of special needs students in regular classrooms. They cited the court decision of Oberti v. Clementon which placed the burden of proof on school districts to prove just cause when they remove special needs students from regular classes. The legislation was, of course, Section 504 of the federal statutes which requires that students be provided strategies and interventions to help foster success in the regular classroom, a process termed inclusion. Inclusion is a model where a student with special needs attends the normal school or, in some cases, a designated magnet school, and is a member of a regular

classroom. If a student's needs cannot be fully met in this way, an alternative placement may occur; the key is to put the child in the most appropriate classroom placement. Resources and services follow the child.

The writer was concerned about how the inclusion program at the target school was going because the teachers involved were constantly asking questions about how the program should be implemented. They expressed their lack of knowledge about teaching and disciplining students with academic and emotional handicaps. Because of this, the writer developed a needs assessment survey to be completed by the teachers at the target school in order to see what their feelings were regarding the inclusion program (Appendix A:55). The teachers responded to five questions using a Likert scale response with a range from one to five, with one being "strongly disagree" to five being "strongly agree." The survey also used open-ended questions to obtain qualifiable answers to the question asked. Seventy-one percent of the teachers returned the survey.

Of the respondents, 70% indicated that they did not agree with inclusion for all students and 12% disagreed with inclusion for even some of the students. Thirty-five percent of the respondents disagreed, but

35% agreed that inclusion limited the instruction in a regular classroom. Fifty-two percent of the teachers surveyed agreed that inclusion added to the curriculum, but 25% did not know how to adapt the curriculum for inclusion. Eighty-eight percent of the teachers agreed that they needed more training to implement the curriculum for inclusion classes. Seventy percent said that teachers were not part of the decision making process for inclusion programs.

Some of the comments included on the needs assessment survey were as follows:

1. Modifications on a daily basis are difficult for the spontaneous teacher.
2. Behaviors exhibited by some ESE students are disruptive and take away from the non-ESE students in the inclusion classroom.
3. With all things done decently and in order the inclusion program could be more effective with a class size of 15 to 20 tops.
4. We've forgotten about the non-ESE student because we're so busy trying to include others. Why must we always go to extremes and end up sacrificing one child for another?
5. We need a screening process to determine if inclusion is the Least Restrictive Environment (LRE)?
6. This teacher would like to see a format that more closely followed the co-teaching model of inclusion as opposed to using the inclusion teacher primarily as a resource facilitator.

There should be 100% support of the regular classroom teachers for the federally mandated inclusion program. Only 18% of the regular teachers supported inclusion,

therefore, there was an 82% discrepancy between the support that should be and the support that existed.

One of the reasons for the high number of teachers who were opposed to inclusion may be because they had not received training to help them develop and implement appropriate curriculums for inclusion students. A lack of training, knowledge, and experience with inclusive classes usually caused uncertainty and apprehension from the regular classroom teachers. They were uncertain about their role in the classroom and the ESE teachers in the classroom often felt that they were acting as a teacher's aide.

Another major concern of some teachers, was how the students felt about inclusion. The least restrictive environment may not have been in an inclusion class for some students. The students might have felt more comfortable and relaxed in an ESE class where they received one-on-one instruction from the ESE teacher, therefore, the majority of teachers felt that special classes were best to meet the needs of these students.

Without the necessary training for teachers on how to plan and develop curriculums for successful inclusion classes, both students and teachers will become frustrated and the students will not achieve the

success that should be possible under optimal circumstances. The teachers working with inclusion students need to understand the varying disabilities involved and how to modify the curriculum for their success.

The target group for this practicum was all of the regular classroom teachers at the school. This group was selected since they all had at least one class with ESE students mixed in with the regular students. There were 3 sixth-grade teachers, 5 seventh-grade teachers, and 5 eighth-grade teachers of inclusion classes who used the co-teaching model in which the regular teacher and ESE teacher shared the responsibilities for all students, and taught side by side in the classroom. There were 2 sixth-grade teachers, 5 seventh-grade teachers, and 5 eighth-grade teachers who used the consultation model, which used modifications made by the ESE teacher for the student in the regular class. The sixth and seventh-grade teachers' group was composed of three males and 12 females. The eighth-grade teachers' group was composed of six females and four males. Four of the targeted teachers had Master's degrees. Although county-level inservice workshops had been offered on inclusion, not all of the regular teachers had attended them.

The writer chose to provide training to the teachers to increase their support for inclusive education because the author is majoring in Educational Leadership and this training is crucial for the success of any school's ESE students, and the federally mandated inclusion program.

Outcome Objectives

The goal of this practicum was to increase support from the regular teachers for inclusive education. The objectives for this practicum are listed below:

Objective number one: After 12 weeks of implementation, the targeted teachers' knowledge and understanding of inclusion programs will increase by 20%, as measured by a writer-developed pre/posttest, to be given before and after implementation.

Objective number two: After the targeted group has participated in a 12-week training program on successful inclusion programs, the teachers will increase their knowledge of co-teaching by 20%, as measured by a writer-developed pre/posttest, to be given before and after implementation.

Objective number three: Over a period of 12 weeks, the targeted classroom teachers will demonstrate their knowledge of adapting the curriculum for an inclusion setting by creating two curriculum units, as measured by a checklist of required components.

CHAPTER II

Research and Solution Strategies

The purpose of this chapter was to report on research about strategies that would provide support for inclusion programs at the targeted middle school. Much of the research cited provided information about the components of successful inclusive programs. They also stated, in many cases, the pros and cons of inclusive programs. In addition, research about the need for optional programs within the inclusion program was reported.

Helper (1994) collected data on social status and acceptance, and self-perceptions concerning social skills. In order to do this, Helper reviewed the importance of positive social interactions for all children and examined the interaction patterns and problems learning disabled (LD) children encountered in their relationships with peers. Helper also discussed social skills programs that enhanced the effects of mainstreaming and the results of treatment programs carried out by the researcher. After analyzing the data, Helper indicated that the social deficits of LD children must be addressed in order for them to

successfully integrate into the regular classroom, since they experienced problems in their social interactions with peers including rejection, ridicule, and isolation. Furthermore, the LD children faced major difficulties in their social environment. Mainstreaming in itself did not bring about positive change in their social interactions because, if non-learning disabled children rejected LD children and excluded them from most activities and friendships, and if teachers used less positive behaviors in their interactions with LD children, the social environment had not improved. Teachers had an ethical responsibility to assist LD children with their adjustment.

The sample included 41 fifth-grade children (27 boys and 14 girls), predominately white and from working-class families. Fifteen had severe learning disabilities and were mainstreamed for several academic subjects; art, music, and physical education, however, the LD children still spent a large part of each day in special education classrooms. The remaining 26 children, who had no learning disabilities, were in regular fifth-grade classrooms. The students had numerous opportunities both in various classes and during recess to break and interact and develop friendships.

Helper was interested in finding out about social skills interventions to enhance the positive effects of mainstreaming and to improve the peer relations of children with learning disabilities. Helper created two sociometric measures (rating and nominations) to assess social status and acceptance. First, the children were asked to rate on a five-point scale how much they liked to play with each classmate. The students' names were listed in alphabetical order with no distinction between LD and non-LD children. The children received a mean score based on the ratings they received from fellow classmates. As a second measure, Helper used Moreno's Sociometric Scale, on which the subjects could list the names of up to three children they felt were best friends and someone they liked to play with a lot. Students were next asked to nominate students they did not like to play with. Helper used the Children's Self-Efficacy for Peer Interaction Scale (CSPI) developed by Wheeler and Ladd to measure self-perception about perceived social skills. This scale made comparisons between the two groups.

The data on social status and acceptance indicated that the non-learning disabled (NLD) children received a very high rating, 3.137, which indicated a

high social status among peers, while the LD children received a low rating of 1.859, which indicated rejected or low status. The difference was statistically significant. Helper also reported that there were significant differences in the ratings both groups of children gave themselves; LD (3.735); NLD (3.128). Both ratings were high, but the LD children gave themselves extremely high scores. Regardless, the sociometric ratings clearly showed that NLD children did not accept LD children; the result of this rejection was isolation for LD children. In contrast, the NLD children apparently liked other NLD children and would have liked to interact with them. On the sociometric nominations scale, NLD children received significantly more positive nominations (.675) than the LD children (.401). Again, the difference was significant.

Helper's findings on the self-perception measure, however, showed no significant differences. The CSPI scale consisted of 22 questions that assessed the students' self perceptions about their level of confidence or ability to use prosocial verbal skills in peer interactions. Children who were not LD, viewed themselves as having more positive social skills than LD children. It was interesting to note that the LD children also rated themselves highly.

Helper summarized the data in four areas: (1) LD children tend to have low social status, (2) LD children would like to engage in positive social interactions with their NLD peers despite the fact that NLD children are inclined to reject or exclude LD children, (3) LD children's self-perceptions about their social competence are unrealistic, and (4) LD girls tend to have lower social status and experience the more severe rejection. This researcher showed the major difficulties LD students faced because they lacked the necessary social skills needed for peer acceptance. Helper recommended that any inclusion program should provide opportunities for both LD and NLD children to work together and to develop friendships in a safe setting.

Wang, Reynolds, and Walberg (1994-1995) reported on students at risk, learning disabled, or gifted and talented. They stated that students' self-esteem was often lowered because of being labeled, and that by doing away with labels and traditional approaches, the students could all be helped. The ESE students strove for acceptance from peers and sometimes associated only with ESE students because this was a safe place for them. The researchers also referred to students who were learning and adjusting to school well but received

far too little help. These students also needed instruction that was adapted to their strengths. Educators, said Wang, Reynolds, and Walberg, should challenge these students to reach their potential, and that even bright, well-adjusted students become frustrated and are no less burdened than were low achieving students. According to the researchers, today's special education programs contribute to the severe disjointedness in schools. Programs have been offered in eight or nine varieties, with students labeled for the special places they go to and the kinds of so-called disabilities they have. They stated (p. 13), "More than half of the students in categorical special education programs are termed learning disabled, yet there is no separate knowledge base for teaching them." The LD term was new in 1975, but today more than half of the students in special education are given this label.

Wang, Reynolds, and Walberg made the following 10 recommendations: First, make public schools inclusive and integrated by reducing all forms of segregation. Second, organize public schools into smaller units in which groups of students and teachers remain together for several years. Third, step up research on "marginal" students to provide a growing knowledge base

and credible evaluation system. Fourth, implement new approaches based on what is known about teaching in schools with a high concentration of students with special needs. They stated (p. 16), "The curriculum should not only include literacy basics, but also complex topics that involve problem solving and communication--two necessities in today's world." Fifth, shift the use of labels from students to programs. Educators should identify students who need extra help, and provide individualized instruction for LD students. Sixth, expand programs for the most able students, find ways to advance and enrich programs at earlier levels, and adapt programs to students' strengths. Advanced Placement programs and an accelerated curriculum will help students make the transition to college. Seventh, integrate the most current findings in general education, special education, and special language areas into education for educators, and encourage the regular and special education teachers to work together to foster new forms of education. Training should be provided to teachers, administrators, psychologists, and other school staff, and the staff development programs should be continuing and strong. Eighth, apply the concept of inclusion and integration to the bureaucratic structure of

government, professional organizations, and advocacy groups. The public and professional structures that support education must pull together; their monitoring and reporting system should emphasize teamwork and coordination. It also means coordinating the work of professional organizations and the school community agencies. Ninth, challenge federal and state authorities to create broad, cross-departmental "empowerment zones" for delivering coordinated, comprehensive, child and family services; link improved educational opportunities to community and business development. Tenth, encourage public dialogue about education, and about the need for reform. Some educators will resist any type of change to maintain the status quo and the programs they fought so hard to establish.

Rock, Rosenberg, and Carran (1994-1995) reported on variables affecting the reintegration rate of students with serious emotional disturbance (SED). In four major Maryland counties, the problem was that fewer than one half of the children identified as severely disturbed (SD) had been placed back in regular programs, despite the fact that there was a big push towards the inclusion of these students into a less restrictive environment. These variables were

collected for the school year 1990 and before October 1991. Furthermore, they said, previous research had shown that many authors continued to identify specific areas of teacher responsibilities and competencies as crucial for successful planning and reintegration for these students. To evaluate the effects of both program and special teacher variables on the reintegration rate of children with serious emotional disturbance to less restrictive educational environments, the researchers identified and assessed four sets of variables: (a) program reintegration orientation, (b) program demographics, (c) the experience and training of teachers of children with serious emotional disturbances, and (d) these teachers' attitudes and opinions related to reintegration. Each of these sets was then examined for its contribution to the reintegration rate of students with serious emotional disturbance in each school. The dependent variable was the rate of reintegration, defined as the percentage of students from each responding teacher's class who were integrated into a less restrictive class for one or more periods during the previous school year. The independent variables were: (1) Special program reintegration orientation, (2) Special program demographic information, (3) Teacher experience and

training, and (4) Severely Emotionally Disturbed (SED) factors related to teacher attitudes and opinions. The sample was comprised of all the teachers from six non-public programs and 25 public schools serving students with SED. Thirty-three percent were elementary teachers, 25% were in middle school and 42% were in high school. In addition to the teachers, 31 administrators provided information. The results were all significant at levels of p. .05 or p<.001, indicating that each of the variables were related positively to increased rates of integration.

Sapon-Shevin, as cited by O'Neil (1994-1995, p.7), stated, "I have never, ever met a parent of a child with disabilities who did not hope that that child would someday have friends and connections with the broader community." Schools needed a continuum of services and not placements, said Shevin which would meet the needs in the regular classroom without segregation. Inclusion worked when schools had the resources, the support, the teacher preparation time, the restructuring, and the staff development training necessary for inclusive success. Without these important ingredients, schools were dumping children into classrooms in the name of inclusion; that was irresponsible planning, fiscal management, and

teaching. Restructuring the schools called for changes that were beneficial for all students, such as teachers' use of authentic assessment and portfolios, as well as an emphasis on critical thinking, collaborative planning, and teamwork. O'Neil went on to say that educators had not had to sacrifice academic knowledge when they implemented an inclusion program, but, if teachers looked at the differences in terms of students' social connections, friends, and their being part of a community, there was no way that children in a segregated classroom could learn to be part of a broader community. School districts that were moving towards inclusion, needed curriculums that were flexible and appropriate for different levels of ability and learning modalities to make it work. Things like thematic instruction, cooperative learning, and authentic assessment fostered both individualization and cooperative activities. The goal of inclusion was not going away, said O'Neil, therefore, school districts needed to continue to strive to create classrooms where all students can learn, and feel safe and comfortable with others from all walks of life.

Kauffman, as cited by O'Neil (1994-1995, p. 8) stated, "We need different instruction for different

kids, and you can't have all types of instruction happening in the same place at the same time." Inclusive teaching was great for some, but not for all. Students and parents and children should be given options for the placement of their child, therefore, a continuum of placement options was sensible and--was also the law said Kauffman. Many parents fought for special classes and special schools and will fight to keep them in place. These parents have also said that educators should improve education for kids in alternative settings; not try to get all students into regular classes, because some children need special instruction that can be provided by the regular teacher. There are some students that should be included in the regular classroom with appropriate modifications made for success but, on the other hand, there will always be students that needed the support from special education classrooms in order to be successful. Wang, Reynolds, and Walberg (1994-1995) agreed with these comments and said that full inclusion never has been, nor will it ever be, the right choice for all students.

Fuchs and Fuchs (1994-1995, p. 22) also indicated that sometimes separate was better. They stated, "In their sometimes strident insistence that all children

with disabilities belong in regular classrooms, full inclusionists may seem to speak for the majority of advocates for those with disabilities. They don't." When students are not benefiting from traditional instruction in a regular class, Fuchs and Fuchs said they should be given access to special classes with individualized instruction. Full inclusionists believe that special education classes serve as a dumping ground for undesirables, therefore, if separate placements were abolished, regular classroom teachers would be forced to plan for, and include, children with disabilities, which will ultimately create more resourceful and humane schools. Above all, the students' needs should be considered when determining placement. Rimland, as cited by Fuchs and Fuchs (p. 26), a well known advocate and father of a child with autism stated: "I have no quarrel with [full] inclusionists if they are content to insist upon inclusion for their children. But when they try to force me and other unwilling parents to dance to their tune, I find it highly objectionable and quite intolerable. Parents need options."

Green and Shinn (1994-1995) conducted a study designed to address parent's attitudes about special education and reintegration. They interviewed a small

group of 19 parents and two guardians of third-through fifth-grade students who were in special education, had IEP's in reading, and who received services in a resource room for less than half the school day. These students had received special services for an average of 3.1 years; most students were male (n = 16) and their average age was 10.2 years. Eighteen parents were female and three were males, all ranging in age between 28 and 54 years; 17 parents were married and four were single parents. Four of the parents were not involved at all with school activities, only three parents helped with homework occasionally, and four parents volunteered at school. The instrumentation that was used was an interview, designed to address several issues related to parent attitudes. It had three parts, representing (a) demographic information, (b) issues related to each student's current special education (SE) placement and academic progress, and (c) parent's reaction to initial SE placement and expectations for outcomes. A five-point Likert scale was used to rate the overall likes and/or dislikes by the parents. The results of this study showed that the parents appeared to be very satisfied with special education services, and expressed reluctance to return their child to the regular classroom. Over half of the

total group, 52%, were strongly against having their child moved out of special education full time. A majority of the parents spoke of the extra help or individual attention their child was receiving in special education classrooms; mentioning, in particular, specific characteristics of the teachers their children had. The parents felt that the teachers were warm, caring, patient, and dedicated to the success of each child. The respondents were not as concerned about academic skills or curriculum, motivating the child, or the school itself; one parent even reported that she did not know much about the services. Furthermore, all but two parents, 90%, reported positive changes in their child, and nearly three quarters of the parents mentioned higher self-esteem or improvement in attitude toward school work on the part of their child. In summary, the results showed that the parents were satisfied with the services their children received and they were reluctant to have their children reintegrated into the regular classroom.

Barry (1994-1995), in contrast, explained the value of integrating special classes into the regular classroom. Barry's experience came from working with a self-contained classroom of eighth graders with both

learning and emotional disabilities, which Barry taught alone. These students were together all day, everyday, and they reinforced one another's inappropriate behavior: they needed to have more acceptable behaviors modeled on a regular basis. Barry felt that it was time for some mainstreaming, and asked another teacher about possible inclusion activities with his afternoon classes. The teacher agreed. When the day came for the class to join the regular class, Barry's students did not want to go in the regular classroom, they felt that everyone would stare at them and call them dummies. With some coaxing, all but one student entered the classroom. This was a start. The regular teacher encouraged the continued integration of the students, and the two teachers worked side by side to prepare the subject matter, build the students' confidence, and stimulate their interest. The students' behavior was crucial to their success in the regular classroom. Slowly, their behaviors became more acceptable and, in turn, they were accepted by their peers. The other students began to develop compassion for those who struggled and a strong spirit of cooperation evolved. Barry concluded that there was great value in integrating special education students with regular education students as fully as possible.

Because of this, Barry began promoting the value of pull-ins, that is, putting children in a special program and then gradually reintroducing them to the regular class once their academic skills and behavior reached the proper level.

Dyke, Stallings, and Colley (1995) supported inclusion classrooms, but maintained that children may still need separate instruction sometimes. They had three important arguments to support their philosophy for inclusion. First, they believed that inclusion had a legal base; the bottom line was that each child had the right to an equal opportunity to obtain an education in the least restrictive environment possible. Many advocates believe that segregated programs are unequal and a violation of the rights of students with special needs. Second, researchers have shown that students who were not pulled out did better than those who remained in segregated classrooms. Analyses of segregated special education programs have indicated that they simply have not worked. Despite increases in spending and support for special education, students in segregated programs have not shown the advancement that was expected. Third, the researchers said there was a strong moral and ethical argument in favor of inclusion. It was the best thing

to do for the students, they said, because segregating them had created bias and made them different. Schools have been a reflection of the communities they serve, and so all schools should strive to include everyone in the mainstream of the regular school setting.

Dyke, Stallings, and Colley believed that regular classroom teachers have been crucial to the success of inclusion; the teachers must believe that the students with disabilities can learn successfully and deserve the opportunity to learn in a regular class setting. Furthermore, they said that the strategies that were effective for inclusion tended to benefit all students, regardless of their abilities or disabilities. They supported a strong role by the principal to ensure success with inclusion. This is because inclusion must become a school-wide philosophy, which mirrors the expectations of the principal. Furthermore, the principal should assist staff members in the transition toward inclusion, constantly providing support to the teachers, and addressing the concerns of parents and the school community about inclusion.

There were several key points in this article concerning curriculum and instruction. They were as follows: (1) Communication: Teachers must be honest and open about their concerns and feelings. (2)

Flexibility: Teachers in inclusive classrooms must be willing to compromise and to do things differently if necessary. (3) Shared ownership: The student with an IEP is part of the general class. (4) Recognition of differing needs. All students can successfully meet the same curriculum goals with adaptation and support appropriate to their individual needs. (5) Need-based instruction: Teachers must be willing to plan activities that ensure success and not be overly concerned with time lines. (6) Willingness to be a team player: The team must be willing to plan and work together on all issues. (7) Dependability: Each team member must be prepared for his or her part of all planning and lesson responsibilities. (8) Cooperative grading: The special education teacher and the general education teacher should evaluate students' progress together. (9) IEP responsibility: Both teachers must collaborate in writing the IEP, and they must be equal partners in carrying it out. (10) Sense of humor: Teachers must support each other with smiles, send notes of encouragement, and most of all, share successes.

Shanker (1994-1995) expressed concern about the ramifications of full inclusion. Shanker felt that all inclusion was replacing one injustice for another.

According to Shanker, there were key issues to revising Public Law 94-142. These were: (1) Congress must pay its fair share for educating children with disabilities as promised in P.L. 94-142. (2) The law needed to be amended to require school districts to provide adequate training for all teachers who worked with disabled students. (3) A rewritten law should give equal weight to requests from parents and referrals by teachers for special education services. (4) The law should specify that a child's teacher, not some proxy appointed by the school district, must be part of the team writing a child's IEP. (5) The revised law should allow teachers to report failure to provide services and offer protection to those who might hesitate to blow the whistle for fear of reprisal. (6) The "stay-put" provision should be rewritten to allow responsible alternative arrangements for disabled students who are violent or disruptive until the issue of their placement is resolved.

Murphy, Meyers, Olesen, McKean, and Custer (1995) developed a handbook of inclusion activities for teachers of students in grades six through 12 with mild disabilities. Their handbook was designed to provide regular classroom teachers with strategies and practices that promoted success for mildly disabled

learners as well as for their non-disabled peers. Furthermore, the book was directed toward assisting regular classroom teachers make adaptations that allowed all students in the classroom to be included in such a way that they could achieve success. The writers stated that Public Law 94-142 had been strengthened by the Individuals with Disabilities Education Act (IDEA). Therefore, plans for inclusion of students with disabilities must be approached with care and deliberation. Inclusive schools could create better academic and social outcomes for all students involved.

According to Murphy, Meyers, Olesen, McKean, and Custer, some students have not learned to work at the pace set in most regular classrooms, and may need some initial adjustments while they are learning to adapt. Others cannot work at this pace due to their disabilities. The teacher could adjust work time for the special student by: (1) Allowing the student to work at a reading or writing assignment for short periods of time, followed by another type of activity. (2) Setting up a specific schedule for the class so the students know what to expect; trying to forewarn them if the routine had to be changed or varied. Some students required this type of structure, others did

not. (3) Giving the student more overall time to complete assignments. (4) Gradually lengthening work periods as the student began to cope. (5) Alternating quiet and active time; having short periods of each; making movements as purposeful as possible.

These writers explained that every student had a preferred mode for learning. Some learned best by hearing (auditory), others by seeing (visual), and yet others by touching and moving (kinesthetic). If the student was primarily an auditory learner, the mode of presentation was adjusted by: (1) Giving verbal as well as written directions for assignments. (2) Taping important reading material for the student to listen to as the student read a passage. Only essential information should be taped. A teacher or another student might do the talking on the tape. (3) Putting directions for assignments on tape so the student could replay them when necessary. (4) Giving oral rather than written tests. If the student was primarily a visual learner, the mode of presentation was adjusted by having the students try to visualize words or information in their head or provide visual clues on the chalkboard for all verbal directions. Other methods included having the students write down notes and memos to themselves concerning important words,

concepts, and ideas; giving written directions for assignments; allowing the class to read the information required for assignments rather than relying on oral presentations; having a visual learner read to an auditory learner; and allowing written reports or projects in lieu of oral presentations. Finally, if the student primarily learned by moving or touching, the mode of presentation was adjusted by using classroom demonstrations when possible, allowing the student to build models instead of writing reports, allowing the student to draw, doodle, etc. while the student was listening, and allowing the student to move about during class or while working.

The writers of this handbook stated that many students were overwhelmed by the sheer volume of material to be learned. This was often due to a slow reading rate or low reading comprehension. Adjusting the type, difficulty, amount, or sequence of material required for the student was done by (1) Giving the student a lesser amount than the rest of the class. (2) Breaking the student's assignments down into very short tasks. (3) Putting only one or two math problems or study question on a page. (4) Giving only one (or a few) questions at a time during testing. (5) Including, in assignments, only that material which was

absolutely necessary for the student to learn. (6) Checking or underlining the textbook passages which contained the most important facts. (7) Using markers to designate the beginning and the end of an assignment. (8) Using highlighted textbooks. (9) Giving the student specific questions to guide reading. (10) Showing the exact paragraphs where information could be found. (11) Establishing only a few modest goals. (12) Developing, with the student, ways to reach those goals. (13) Making certain the student's desk was free from all material except what was required for the current assignment. (14) Taking up the student's work as soon as it was completed. (15) Giving immediate feedback on tasks or work completed. (16) Keeping the number of practice items on any skill to a minimum. (17) Changing activities before the student's attention was gone. (18) Having on hand, alternate and supplementary materials for optional projects. (19) Giving students several alternatives in both obtaining and reporting information. (20) Having frequent, even if short, one-to one conferences.

Rhodes, Jenson, and Reavis (1993) believed that the major reason teachers left teaching was because of the problems they encountered with difficult students and loss of control in their classrooms. Furthermore,

many tough kids lack the minimal behavior skills necessary to promote their academic learning. Thus, it is essential that tough kids receive specific social skills training in their school programs to break this cycle of failure. Some components of effective social skills programs that they have observed were: (1) Students were informed about the specific skills they would be taught and how the skills would help them be more successful in daily interactions. (2) Modeling was incorporated by using films or videotapes, audio cassette tapes, live demonstrations, puppets, books, or mental imagery. (3) Concept teaching involved presenting the critical and irrelevant attributes of a social skill concept and determining whether the student could distinguish between examples and non-examples of the concept. (4) The student should rehearse how to behave in situations that have caused difficulty in the past or may cause difficulty in the future. (5) Coaching by verbally instructing students to focus on relevant cues, concepts, and rules. (6) Teachers must know how and when to praise, ignore, and give students corrective feedback.

Algozzine and Ysseldyke (1995) discussed strategies and tactics for effective instruction that met the needs of students that were not being met by

the educational system. These authors believed that teachers must focus on the needs of individual students and outlined the following instructional factors that were necessary for individual achievement: (1) Effective teachers set clear goals, set high expectations, demand high success rates, check for student understanding, and provide direct and frequent feedback. (2) Effective teachers select a few essential classroom rules and procedures, explicitly communicate expectations about classroom behavior, handle behavioral disruptions promptly, an have on-going surveillance system, and develop a sense of accountability and responsibility in their students. (3) Effective classrooms are those in which well-established instructional routines are used, transitions are brief, considerable time is allocated to instruction, and classroom interruptions are held to a minimum. (4) Effective school environments are those in which there is an academic focus with a humanistic orientation; a cooperative rather than competitive learning structure; order; strong administrative leadership; parent-teacher contact and collaboration; a belief among teachers that students could learn; and a set of realistic, high expectations. (5) Effective teachers identify the student's level of skill

development, analyze the demands of classroom tasks, match tasks to student aptitudes, analyze learning conditions in the classroom, assign tasks that are relevant to instructional goals, assure high student success rates, and check for student understanding. (6) Effective teachers use a demonstration-prompt-practice sequence (active teaching and learning), make instruction explicit (what, why, when, how), and systematically apply principles of learning (attention, reinforcement, variety). (7) Effective teachers monitor and adjust instruction, model thinking skills, teach learning strategies, provide time needed to learn, and provide considerable guided practice. (8) Effective teachers allocate sufficient time to instruction, get students actively engaged, and engage in frequent, high-intensity student-teacher interaction. (9) Effective teachers provide many opportunities for students to respond, provide specific error correction, and alternate teaching strategies. (10) Monitoring must be active and frequent. (11) Evaluation must be frequent and congruent with what was taught (curriculum alignment).

Agnew, Cleaf, Camblin and Shaffer (1994) suggested adapting the curriculum to meet special needs in the following ways: (1) Teachers could give oral

instead of written tests, allow oral answers, put spelling tests on tape so students could take them at their own speed, let the child take a book home to read ahead, allow the child to write answers on the test paper instead of transferring them to an answer sheet, give directions one step at a time, demonstrate directions, and use activity centers to accommodate different styles. (2) Provide an environment where assignments are written in the same place every day, change seating plans to accommodate all students appropriately, allow more space when needed, move outside the classroom for real experiences, and allow students to use headphones to block out noise. (3) Adapting materials by using large print, use visuals wherever possible, put stories and reading assignments on tape, highlight text and instructions, and provide materials at different reading levels on the same subject.

Finally, Mercer and Mercer (1993) addressed students who had difficulty with written expression by offering the following recommendations: (1) Allocate time for writing instruction, because students can learn and develop as writers only by writing. (2) Expose students to a broad range of writing tasks. (3) Create a social climate conducive to writing

development. (4) Integrate writing with other academic subjects. (5) Aid students in developing the processes central to effective writing. (6) Automate skills for getting language onto paper. (7) Help students develop explicit knowledge about the characteristics of good writing. (8) Help students develop the skills and abilities to carry out more sophisticated composing processes. (9) Assist students in the development of goals for improving their written products. (10) Avoid instructional practices that do not improve students' writing performances.

These authors believed that the first step in writing instruction was to promote a positive attitude that would motivate the student to write. Additionally, the students must feel comfortable expressing themselves, so the teacher could promote discussion by encouraging the students to share their ideas. Writing should be integrated into the entire curriculum, and the teacher should help the student understand that the purpose of writing was to communicate.

Planned Solution Strategy

This review of the literature showed that teachers' increased knowledge about students' needs could improve inclusive programs at the targeted

school. A combination of the methods used by Helper (1994), and Wang, Reynolds, and Walberg (1994-1995) was implemented in order to ensure successful learning took place for all participants. These researchers provided excellent examples of how to encourage teachers to support the inclusion program. Information from the study completed by Rock, Rosenberg, and Carran (1994-1995) was used to determine parent feelings on the reintegration of their children into the regular class. The writer reviewed the information from O'Neil (1994-1995), Fuchs and Fuchs (1994-1995), Barry (1994-1995), Dyke, Stallings, and Colley (1995), and Shanker (1994-1995) during training sessions with the targeted teachers. The pros and cons for inclusion were evaluated by the participants, with emphasis on implementing those strategies that proved successful for inclusive schools. Based on the article written by Dyke, Stallings, and Colley (1995), the principal at the targeted school was asked to play an important role.

CHAPTER III

Method

Before implementation, during a faculty meeting, the writer explained to all teachers that there would be a series of 12 workshops held once a week during the team planning time. The purpose of these workshops was to provide instructional strategies to motivate and improve middle school teachers' use of inclusion teaching. The workshops took place every Tuesday with seventh grade at 8:40, eighth grade at 11:00, and sixth grade at 1:50. A memo was given to all teachers with the specific time and room number for each week. The teachers received 12 inservice points for attending.

During week one, a pre-test was given to the participants (Appendix B:58) and the writer provided the teachers with two research articles on inclusion: The Effects of Inclusion on Learning (Baker, Wang, and Walberg, 1994-1995) and Easing into Inclusion Classrooms (Barry, 1994-1995). First, the writer asked that they read these articles during the workshop. Then, the writer led a discussion on key points agreed upon by the group. Next, the writer listed the key points as they were given by the participants. The

writer encouraged discussion for solutions to problems with the inclusion program, and guided teachers to a consensus of possible solutions for inclusive classes based on information from the first two articles. The facilitative leadership process was used to list, clarify, and agree on problems the participants faced. After the meeting, the writer typed and distributed the list of problems (Appendix C:62) at the next workshop session. The participants signed in on the workshop sign-in sheet.

During week two, the teachers worked in small groups and continued to review additional points of the pros and cons of inclusive programs. The writer led the teachers in brainstorming solutions to existing problems and agreeing upon key solutions. The solutions were typed up by the writer and distributed to the teachers, and shared with the building principal (Appendix D:64).

During week three, the writer provided a video presentation entitled, Facing Inclusion Together Through Collaboration and Co-Teaching (Burrello, Burrello and Winniger, 1993). Following the video, the writer created an atmosphere of open communication by encouraging teachers to discuss how they felt about the video. As a result of the discussion, the teachers

realized that they were providing effective strategies in their inclusion classes. Furthermore, they felt that the video gave them additional insight on ways to improve the present inclusion program.

During week four, the writer and the teachers developed a checklist of required components for creating two curriculum units (Appendix E:66). The writer personally facilitated problem solving by intervening where necessary to help the group with the required checklist. The teachers divided themselves into small groups for the last half of the time period and began working on their units. The units were decided on by the teachers. The writer participated by providing assistance to the teachers. Fifteen to 20 minutes was given at the end of each workshop session to work on these units.

During week five, the writer taught the regular teachers how to fill out and use an individualized educational plan (IEP). The writer used a hypothetical situation for each exceptionality and each group actually developed an IEP.

During week six, the writer discussed critical instructional factors and asked the teachers to list key components of effective teachers, effective classrooms, and effective school environments. This

was done by, first, dividing the teachers into small groups for brainstorming. The writer then moved from group to group while the teachers helped the participants come to a consensus. The writer typed the components developed by the teachers and distributed them at the next workshop (Appendix F:68).

During week seven, the writer taught the components of effective social skills programs. The teachers divided into small groups, developed, and shared with the entire group, a lesson plan that dealt with teaching a specific social skill (Sample: Appendix G:70). The writer facilitated the creation of an "assisting" and non-judgmental atmosphere in order to refine the plan.

During week eight, the writer taught adaptive techniques that should be used for different learning styles. These include auditory, visual, and kinesthetic styles. The writer also taught the teachers how to adjust the type, difficulty, amount, or sequence of material required to be learned.

During week nine, two teachers from Atlantic High School gave a demonstration of successful co-teaching. This session was designed for the purpose of sharing information and discussing the inclusion of Exceptional Student Education (ESE) students in regular classes.

One of the demonstration teachers, a certified science teacher, demonstrated some of the hands-on projects that were used with inclusion students. The other demonstration teacher, a certified ESE teacher, provided suggested modifications for academics and/or behavioral problems. These demonstrators have presented successful inclusion strategies throughout the state of Florida and provided written information to the participants for future reference.

During week 10, the writer explained the different exceptionalities and procedures for students who receive ESE services. The writer also explained the 504 mandate and how it pertains to the regular students that are classified as Attention Deficit Hyperactive Disorder (ADHD). The writer led a discussion about children with emotional disabilities (ED), giving suggestions for modifying and/or improving behaviors. The participants were given tips to help attention deficit disorder (ADD) students. During open discussion, the writer interacted with the participants clarifying key points made by the group.

During week 11, the writer reviewed the information taught in the workshops. The teachers worked in their groups to refine and complete their curriculum units. The writer participated by providing assistance to the teachers.

During week 12, teachers shared their curriculum units (Attachment:76), and the posttest was given (Appendix B:58).

CHAPTER IV

Results

The results of the objectives for this practicum are listed below:

Objective number one stated that: After a period of 12 weeks, the targeted teacher's knowledge and understanding of inclusion programs would increase by 20%. The writer used a writer-developed pre/posttest to measure the targeted teachers' knowledge and understanding of inclusion programs (Appendix B:58). The pre/posttests were compared at the end of the 12 week implementation period to determine the degree of change (Appendix H:72). The average score for the pretest was 31%. The posttest average was 99.5%. Objective number one, therefore, was successfully met, greatly exceeding the required 20% increase; the actual average increase was 68.6%.

Objective number two stated that: After the targeted group participates in a 12-week training program on successful inclusion programs, the teachers will increase their knowledge of co-teaching by 20%. The writer used a writer-developed pre/posttest to measure the targeted teachers knowledge of co-teaching

(Appendix B:58). Questions that related to co-teaching were numbers 4, 10, 11, 12, 18 and 20. These questions were compared at the end of the 12 week period to determine the degree of change (Appendix I:74). Objective number two was also successfully met, with the increase being 60%.

Objective number three stated that: Over a period of 12 weeks, the targeted teachers will demonstrate their knowledge of adapting the curriculum for an inclusive setting by creating two curriculum units, as measured by a checklist of required components. The curriculum units written by the teachers were compared to the checklist of the required components by the writer (Appendix E:66). The writer determined that the required components were used in each of the three units. All teachers were involved in writing three curriculum units (Attachment:76). Objective number three was successfully met and the requirements were exceeded, since the objective was to create two curriculum units.

CHAPTER V

Recommendations

The writer shared the results of this practicum with the target school's administrative staff, the participants of the workshops, county level ESE personnel, the ESE program specialist, and the school-based staffing specialist. Providing school-based workshops for inclusion was made part of the target School's Improvement Plan, and will be continued during the 1996-1997 school year. The building principal has requested that workshops be held that will cover the 504 federal mandate extensively.

In order to make the inclusion program as successful as possible, it is recommended that solutions to on-going problems be addressed throughout the school year. Since all inclusion teachers share the same planning time, facilitative leadership should be used as a problem-solving strategy. The ESE teachers should also work closely with the unified arts teachers to address their concerns with inclusion. These teachers feel the need to have the proper support services during their inclusion classes. Every teacher on the team needs to agree on the same set grading

policy for
ESE students and realistic behavior expectations. Meeting together, daily, allows the teachers to discuss the various learning styles of the students. This enables the team of teachers to better serve the students.

Since the target school has inclusion for sixth, seventh, and eighth grade, it has been recommended that the teachers of all grades share with each other those strategies that have been successful with the inclusion classes. The different grade levels have been asked to put in writing, what workshops they feel are necessary to promote continued growth for inclusive education at the target school. Furthermore, all involved teachers have expressed an interest in learning more about how to address the specific needs of ESE students through school-based training.

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Appendixes

APPENDIX A

Needs Assessment Survey

Appendix A

NEEDS ASSESSMENT SURVEY

DATE: FEBRUARY 6, 1995

TO: INCLUSION TEACHERS

SUBJECT: SURVEY

1	2	3	4	5
Strongly Disagree	Disagree	Sometimes Agree	Agree	Strongly Agree

1. The teacher is knowledgeable in adapting the curriculum for an inclusion setting. ☐
   25% disagreed; 75% agreed

2. The teacher believes in inclusion for all students. ☐
   70% disagreed; 30% agreed

3. The teacher believes in inclusion for some of the students. ☐
   12% disagreed; 88% agreed

4. The inclusion program limits instruction in a regular classroom setting. ☐
   35% disagreed; 35% agreed; 1% no response

5. The inclusion program adds to the curriculum for everyone. ☐
   48% disagreed; 52% agreed

6. The teachers should have more training in how to implement their curriculum for inclusion classes. ☐
   12% disagreed; 88% agreed

7. The teachers feel that they are part of the decision making process for the inclusion program. ☐
   70% disagreed; 30% agreed

Comments included:

1. Modifications on a daily basis were difficult for the spontaneous teacher.
2. Behaviors exhibited by some ESE students were disruptive and took away from the non-ESE students in the inclusion classroom.

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3. With all things done decently and in order the inclusion program could be more effective with a class size of 15 to 20 tops.
4. We've forgotten about the non-ESE student because we're so busy trying to include others. Why must we always go to extremes and end up sacrificing one child for another?
5. We need a screening process to determine if inclusion is the Least Restrictive Environment (LRE)?
6. The teacher would like to see a format that more closely followed the co-teaching model of inclusion as opposed to using the inclusion teacher primarily as a resource facilitator.

71% Returned the Survey

* * * This is an anonymous survey that will be used during a class through Nova University.

Thanks,
Patty Turvey

APPENDIX B

Pre/Posttest

Appendix B

Pre/Posttest

Name_____
S.S.#_____

I. Multiple Choice (Please circle the correct answer):

1. Specific Learning Disabled students (SLD) are:
   a) Students with average ability
   b) students below average ability
   c) students above average ability
   d) both a & c

2. Educable Mentally Disabled (EMD) students are:
   a) below normal I.Q. range
   b) within normal I.Q. range
   c) above normal I.Q. range
   d) both a & b

3. Emotionally Disabled (ED) students are:
   a) those students with emotional problems which interferes with the normal learning process
   b) average to above average I.Q.
   c) classified as having attention deficit disorder with hyper-activity (ADHD)
   d) both a & b

4. Individual Education Plans (IEP) are:
   a) reviewed at least once a year
   b) written to meet the individual needs of each student
   c) written every time the student's program and/or hours change
   d) all of the above

5. ESE students are entitled to a suspension review at the end of each:
   a) 5 day suspension
   b) 9 day suspension
   c) 10 day suspension
   d) none of the above

6. Social deficits of LD children:
   a) must be addressed in order for them to successfully integrate into the regular classroom

b) causes problems in their social interactions with peers
c) include rejection, ridicule, and isolation
d) all of the above

7. Research supports:
a) segregation of ESE students
b) a continuum of placement options for ESE students
c) ESE students placement in the regular class at all times
d) full inclusion

8. Research shows that:
a) parents welcome their children returning to regular education
b) parents are reluctant to have their children reintegrated into the regular classroom
c) inclusion is the way to go
d) none of the above

II. Answer TRUE (T) or FALSE (F)

9. ___ Supporters for inclusion believe that strategies that are effective for ESE students tend to benefit all students, regardless of their abilities or disabilities.

10. ___ Teachers in inclusive classrooms must be willing to compromise, and to do things differently if necessary.

11. ___ Public Law 94-142 has been strengthened by the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA).

III. Give a brief definition of the following terms:

12. Regular Ed Initiative:

13. Integrated Schools:

14. Comprehensive Schools:

15. Mainstreaming:

16. Inclusion:

17. Full Inclusion:

IV. Short answer:

18. List and briefly explain the three modes for learning.
    a.
    b.
    c.

19. List two components of effective social skills programs.
    a.
    b.

20. List two required components of a curriculum unit for an inclusion setting.
    a.
    b.

APPENDIX C

Problems (CONS) With Inclusion

Appendix C

PROBLEMS (CONS) WITH INCLUSION

Sixth grade teachers:

Placement has to suit the child/inclusion not for all
Lack of planning for the program
Lack of support services
Cost cutter
Behaviors interfere with the learning process
Split between regular education and special education
Lack of research to show beneficial to all
No research to show ESE students benefit
No research to show effects on regular students
Students feel uncomfortable in inclusion class

Seventh grade teachers:

Advanced students aren't challenged
Materials need more modifications
Some ESE students overwhelmed
Teachers overwhelmed
Need proper support services
EH students behaviors interfere with others
All teachers involved must buy into inclusion
Some teachers are forced to do it
Inclusion students need to be screened better
Training for ESE and core teachers
Numbers are a problem
Too many total students in inclusion classes
Infringes on the rights of regular students
Conflict of interest in the job of the educator
(academic vs. social)

Eighth grade teachers:

Students placed inappropriately
No teacher assistants in Unified Arts
Expectations are lowered
Lack of professional training for staff
No planning time for core & inclusion teacher
Not enough parental involvement
Inclusion group is too large
Teachers need a list of ESE students
Justifying poor behavior because of label
Separate testing

APPENDIX D

Solutions To Problems

Appendix D

SOLUTIONS TO PROBLEMS

1. Place students in inclusion with a 3.0 reading level or higher.
2. Evaluate students social skills before placing in inclusion.
3. Provide assistants during unified arts classes.
4. Limit the number of ESE students for an inclusion class.
5. Provide the teachers with a list of the ESE students and their disability.
6. Provide adequate time for the teachers to plan together for inclusion classes.
7. Allow the ESE teacher to teach reading to the inclusion students.
8. Research the effects inclusion has on the regular students.
9. Provide the necessary support services for inclusion classes.
10. Continue school based workshops to educate the staff.

APPENDIX E

Required Components for Curriculum Units

Appendix E

REQUIRED COMPONENTS FOR CURRICULUM UNITS

Sixth grade:

1. Reading levels
2. Learning styles
3. Fine motor skills
4. Time requirements/individual differences
5. Comprehension
6. Prior knowledge/culture differences
7. Content
8. Objectives/expectations
9. Behavioral management
10. Learning strategies
11. Relevancy

Seventh grade:

1. Visuals
2. Audio tapes
3. Games/Connect to students interests
4. Flexibility with students interests
5. Review objectives before hand
6. Short term objectives
7. Consider reading levels
8. Oral Testing
9. Reciprocal teaching
10. Cooperative learning
11. Jigsaw
12. Break assignments into small sections
13. Flexible due dates
14. Students should write down assignments

Eighth grade:

1. Simple instructions
2. Clearly defined objectives
3. Readily available resources
4. Varied tasks
5. Motivators/Reinforcers.
6. Sensible time frame
7. Student responsibility/ownership
8. Field trips/Speakers
9. Interdisciplinary units
10. Manipulatives
11. Journal Entries
12. Learning strategies (KWL, Cornell Notetaking, Previewing book parts)
13. DRP (Degrees of Reading Power)

APPENDIX F

Key Components of Effective Teachers, Classrooms, and School Environments

Appendix F

KEY COMPONENTS of EFFECTIVE TEACHERS, CLASSROOMS, and SCHOOL ENVIRONMENTS

Effective teachers:

Model appropriate behaviors.
Set clear goals.
Set high expectations.
Demand high success rates.
Check for student understanding.
Provide direct and frequent feedback.
Set essential classroom rules and procedures.
Clearly states expectations for classroom behaviors.
Expect students to be accountable and responsible.
Monitor and adjust instruction.

Effective classrooms:

Have well-established instructional routines.
Have brief transitions.
Interruptions are held to a minimum.
Appropriate time is allocated to instruction.

Effective school environments:

Strong academic focus with caring from staff.
Cooperative learning structure.
Order.
Strong administrative leadership.
A belief that all students can learn.
A set of realistic, high expectations.

APPENDIX G

Lesson Plan/Social Skills

Appendix G

LESSON PLAN/SOCIAL SKILLS

Name of Unit: Daily interactions.
All subject areas for grades six, seven, and eight.
The unit will be on going throughout the school year.

Objectives:

1. The students will interact appropriately with peers and adults on a daily basis.
2. The students will rehearse how to behave in situations that have caused difficulty in the past.
3. The students will ask for assistance from an adult when they can't handle a situation on their own.

Materials used:

Films, videotapes, audio cassette tapes, live demonstrations, books, puppets, and modeling.

Methods of teaching:

Class discussions, cooperative learning groups, and teacher demonstrations.

Evaluation:

Teacher observation of actual student behavior in and outside the classroom. Conduct grades.

APPENDIX H

Chart Showing the Degree of Change
From Pre-Test to Post-Test

Appendix H

CHART SHOWING THE DEGREE OF CHANGE
FROM PRE-TEST TO POST-TEST

Partici-pants	Pre-Test score	Post-Test score	Increase or Decrease	Met Criterion?
1	45	100	55	yes
2	90	100	10	yes
3	55	100	45	yes
4	40	100	60	yes
5	35	100	65	yes
6	45	100	55	yes
7	50	100	50	yes
8	30	100	70	yes
9	40	95	55	yes
10	50	100	50	yes
11	20	100	80	yes
12	40	100	60	yes
13	20	95	75	yes
14	15	100	85	yes
15	40	100	60	yes
16	25	100	75	yes
17	40	100	60	yes
18	20	100	80	yes
19	30	95	65	yes
20	30	100	70	yes
21	35	100	65	yes
22	40	100	60	yes
23	45	100	55	yes
24	0	100	100	yes
25	30	100	70	yes
26	35	100	65	yes
27	25	100	75	yes
28	20	100	80	yes
29	20	100	80	yes
30	25	100	75	yes
31	15	100	85	yes
32	15	100	85	yes
33	0	100	100	yes
34	35	100	65	yes
35	05	100	95	yes
36	15	100	85	yes
AVERAGE	31%	99.5%		

*Degree of change from pre-test to posttest: 68.6%

APPENDIX I

Chart Showing the Degree of Change
From Pre-Test to Post-Test

Questions: 4, 10, 11, 12, 18 and 20
*Knowledge of Co-Teaching

Appendix I

CHART SHOWING THE DEGREE OF CHANGE
FROM PRE-TEST TO POST-TEST
Knowledge of Co-Teaching

Partici-pants	Pre-Test score	Post-Test score	Increase or Decrease	Met Criterion?
1	20	100	80	yes
2	0	100	100	yes
3	52	100	48	yes
4	36	100	64	yes
5	36	84	48	yes
6	84	100	16	yes
7	52	84	32	yes
8	0	100	100	yes
9	20	100	80	yes
10	36	100	64	yes
11	20	100	80	yes
12	20	100	80	yes
13	20	100	80	yes
14	36	100	64	yes
15	52	100	48	yes
16	52	100	48	yes
17	0	100	100	yes
18	52	100	48	yes
19	52	100	48	yes
20	52	100	48	yes
21	52	100	48	yes
22	36	100	64	yes
23	52	100	48	yes
24	20	100	80	yes
25	0	100	100	yes
26	52	100	48	yes
27	20	100	80	yes
28	52	100	48	yes
29	36	100	64	yes
30	52	100	48	yes
31	52	100	48	yes
32	36	100	64	yes
33	52	100	48	yes
34	52	100	48	yes
35	84	100	16	yes
36	52	100	48	yes
AVERAGE	39%	99%		

*Degree of change from pre-test to posttest: 60%%

ATTACHMENT

Curriculum Units

INCLUSION CURRICULUM UNITS
DEVELOPED BY MIDDLE SCHOOL TEACHERS
FOR USE IN CO-TAUGHT CLASSES

Attachment

INTERDISCIPLINARY UNIT FOR EIGHTH GRADE

Objectives:

1. The students will analyze multicultural influences in Florida.
2. The students will design brochures demonstrating their knowledge of Florida resources.
3. The students will interpret various statistics and other collected data involving Florida.

ENGLISH CURRICULUM UNIT

Day 1: Hemingway "An African Betrayal" A closer look--3 questions in complete sentences.

Day 2: Rawlings "The Enemy" A closer look--see above.

Day 3: Tom Tucker--Guest speaker.

Day 4: Writing process with 2 Florida songs in students' choice of form (rap, ballad, poetry).

Day 5: Proofread, edit, revise 2 songs.

Day 6: Type songs.

Day 7: Brochures. Brainstorm information: Hotel names, statistics, approx., mileage, area attractions, etc.

Day 8: Sloppy copy of written materials of brochures.

Day 9: Proofread, edit, revise brochure information.

Day 10: Type brochure information.

Day 11: Cut, paste, and complete brochures in class.

Day 12: Same as day 11.

EIGHTH GRADE

Florida culture unit:

Goal: To familiarize students with the influences of African and Hispanic culture.

Vocabulary:

1. culture
2. slavery
3. immigrants
4. communism
5. Fidel Castro
6. emancipation
7. Hispanic
8. segregation
9. race
10. conquistador
11. Seminole War

People and places:

1. St. Augustine
2. Ponce De Leon
3. Tampa
4. Ft. Mose
5. Rosewood
6. Miami
7. Cuba

Activities:

1. Classroom notes and lectures on the Spanish Conquistadors, Indians, Slavery, and the Cuban Exodus.
2. Library assignment on the various topics of Florida History including people, places, and events.
3. Oral presentations of library assignments, using visual aids.

Duration: Two weeks.

READING UNIT USING KWL CHART AND ATTRIBUTE WEB

Two days are needed to complete the KWL chart and the attribute web.

KWL strategy is a pre-reading activity designed to provide purpose for student reading and is a form of note taking. This strategy is effective with any form of informational reading assignment. Fun, valuable, and accentuates student individuality. Attribute web is a form of note taking used during the viewing of G-rated videos, approved by the media specialist. Students take notes on the main character.

Materials used: Encyclopedia, article (Hemingway), handouts, pen, pencil.

Method: Lecture/notes, class discussion, cooperative learning groups, individual seat work, team notebook, and teacher demonstration.

Evaluation: Quiz, test, seat work, homework, observation, chalkboard, and transparency.

UNIT: ERNEST HEMINGWAY--FL AUTHOR

Time: 10 days for paperwork and 2 days for video.

Scope and sequence of unit: Each student will recognize prominent Florida authors with an emphasis on Ernest Hemingway. Students will brainstorm/discuss FL authors, prepare a KWL chart/attribute web, preview The Old Man and the Sea (Hemingway), listen to teacher read aloud, take Cornell notes on the story, identify ocean life, prepare 4 journal entries, and complete a book report.

Textbook: The Old Man and the Sea

Materials used: Handouts, plain paper, pen, pencil, markers, and crayons.

Method: Lecture, notes, class discussion, cooperative learning, individual seat work, team notebook, and reading aloud.

Evaluation: Quiz, test, seat work, homework, book report, and journal entries (4).HH

***Florida cooking will be covered in home economics class. Recipes to be prepared include: Orange French toast, orange pork chops, seafood casserole, shrimp bisque, mango bread, and key lime pie.

***Math: The students will study map distances between 10 major cities and attractions.

***Science: The students will study weather patterns for Florida.

***Guest speaker--travel agent to discuss careers in Florida.

***The students will be taken on field trips to different historic sights in Florida.

***The music teacher will expose students to FL songs.

***The students will prepare journal entries for each destination and design a personal diary about the sights/experiences witnessed on Florida trips. The diary will include ten written descriptions of each area and five illustrations.

CURRICULUM UNIT FOR SEVENTH GRADE

INTERDISCIPLINARY UNIT

Topic: Wolf

Objectives:

1. Political effects on wildlife will be understood.
2. Discriminate fact and theory.
3. Gather research to support your point of view on hunting/conservation issue.

Timeline/Step:

Week 1: Begin reading White Fang to generate interest, resulting in animal cruelty and hunting issue debates. Students are assigned reading on a nightly basis followed up with brief daily discussions. (2 weeks). Introduce environmental regulations and the hunting magazine article. Generate class discussion.

Week 2: As above.

Week 3: National Geographic video (45 min.)--2 days. Introduce facts and fiction of the timberwolf in relation to film. Guest speaker.

Week 4: "Never Cry Wolf"--factual movie. Financial effects of hunting/conservation--how it effects federal and state economy (and you as a tax payer). Presenting with challenge: Students, using financial data, prepare a conservational budget for "the Alaska Lupus Project".

Week 5: Students work on board game (home and school). Introduce variety of points of view; Green Peace Organization, State and Federal Gov't., and Humane Society.

Week 6: Research time with media center. Also, encourage public library use. Introduce jigsaw project: each group looks up facts and presents. a. Federal Gov't. involvement and laws. b. State Gov't involvement. c. Opposing side--Greenpeace. d. Humane Society.

Week 7: Work on jigsaw projects, additional research time, class discussion and class graphing of wolf population as a result of student research.

Week 8: Finalize and present projects. Jeopardy game (oral evaluations).

Week 9: Present board game and play. White Fang video.

CURRICULUM UNIT FOR SIXTH GRADE

INTERDISCIPLINARY UNIT

Topic: Oceans

Objectives:

1. Identify mammals and non mammals.
2. Identify vertebrates and invertebrates.
3. Compare careers vs. jobs.
4. Identify plants and animals.
5. Will use creative writing.
6. Identify the way the cultures depend on the sea.
7. Identify the four major oceans.
8. Will develop charts and graphs of the climate of where the animals live.
9. Will develop charts and graphs of migration of the animals.

Measure objectives:

Obj. #1--Show pictures and they will tell the difference.
Obj. #3--Who at Sea World has careers and jobs.
Obj. #5--The student will write what it's like to be an animal under water.

Life Science: Mammals vs. non mammals. Vertebrate vs. invertebrates. Plants vs. animal.

Lang. Arts: Write an essay about field trip--creative writing.

Reading: Read to complete research on a specific animal.

Math: Temperature changes of ocean--charts and graphs--migration of animal.

Social Studies: Sea as a major impact on culture. Identify the four major oceans.

Career: Identify careers vs. jobs. Careers in oceanography and life science. How to enter these careers.

A. Activities--Plants:

1. Software/children answer questions about plants and use the computer lab (MECC).
2. Learn parts and kinds of plant life and how they survive under water.

B. Activities for animals--Vertebrates:

1. Charts--Lowest level of vertebrates and building.
2. Food chain.
3. Life habits.
4. Predators.
5. Activities--Reports and reading/research.

Invertebrates:

1. Chart of invertebrates.
2. Drawing/coloring.
3. Food chain.
4. Life habits
5. Predators.

C. Ways cultures depend on the sea:

1. Food
2. Recreation
3. Careers
4. Activities--Maps/symbols, reading, creative writing, chart/research various areas, cultures, jobs related to the ocean, pen pals, on line chatting, video tape on field trip to local ocean area.

***Use world map--touch on continents and major oceans.
***Different ways seafoods are prepared by different cultures.
***Comparing countries cultures and their ocean related jobs using a world map. People's livelihoods are changing because of diminishing resources.
***Temperatures of waters and relationship to migration patterns of sea life.
***Identify four major oceans/continents.

D. Man vs. Resource:

1. Investigate the relationship of people's livelihoods to diminishing resources.
2. Activities include the use of the newspaper, videos (National Geographics), books, and magazines.
3. Speaker--boat captain.

E. Culmination:

1. Sea World.
2. Returning activity:
   a) Write on.
   b) Name 5 things you learned at Sea World and 5 things from research.
   c) How did the trip to Sea World influence what you learned in your research.
   d) Select a career to write about in relationship to sea.
   e) Students will make creative picture and pictures to color.

***Additional materials:

1. MECC software.
2. The Ocean Book/Isiac Asminov.
3. Careers in the Animal Kingdom/Walter Oleksy.
4. Our World Seas and Oceans/David Lambert.
5. The Wonders of Science Water Life/Steck-Vaughn.
6. Incredible Facts About the Ocean/Wright Robinson.
7. Whales/Helen Hoke and Valerie Pitt.
8. Sea Mammals/Dorothy Childs Hogner.
9. World Beneath the Sea/James Dugan.
10. Wonders of Starfish/Morris Jacobson.
11. A Book of Reptiles and Amphibians/Charles Paul May.
12. Corals/Herbert S. Zim.